DOCUMENT RESUME

ED 166 523 CE 019 950

AUTHOR Chesemore, Jan
TITLE [MATCHE: Management Approach to Teaching Consumer and Homemaking Education.] Economically Depressed Areas Strand: Core. Module III-A-1: Characteristics of Economically Depressed Areas.
INSTITUTION California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
SPONS AGENCY California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
PUB DATE 78
NOTE 31p.; Not available in hard copy due to light and broken print in the original document. For related documents see CE 019 896-967

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Answer Keys; *Community Characteristics; *Depressed Areas (Geographic); *Economically Disadvantaged; Educational Objectives; *Home Economics Education; *Performance Based Teacher Education; Performance Tests; Preservice Education; Resource Materials

ABSTRACT

This competency-based preservice home economics teacher education module on characteristics of economically depressed areas is the first in a set of four core modules on teaching home economics in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) criteria for economically depressed areas, (2) economically depressed area needs, and (3) community structure in economically depressed areas. Each unit includes the following elements: unit objective and overview, narrative summary, suggested activities and resources, progress check, and an answer key. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen home economics programs [CE 019 900].) (CT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED166523

ECONOMICALLY DEPRESSED AREAS STRAND:

CORE

MODULE III-A-1 CHARACTERISTICS OF ECONOMICALLY DEPRESSED AREAS

Module Writer: Jan Chesemore, M. S.

1978

Project Director
Gwen Cooke, Ph. D.

Assistant Director
Maurine Vander Griend, M. S.

MATCHE PROJECT Funded by:
Bureau of Homemaking Education
Vocational Education
California State Department of Education
Sacramento

CE 019 950

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

For further information contact:

Bureau of Homemaking Education
Vocational Education Unit
California State Department of Education
721 Capitol Mall
Sacramento, California 95814

The project was developed under a contract with the Bureau of Homemaking Education, California State Department of Education under the provisions of PL 90-576 and PL 94-482. However, the opinions expressed herein do not necessarily reflect the position or policy of the Bureau of Homemaking Education or the U. S. Office of Education, and no official endorsement should be inferred.

MATCHE PROJECT

1974-1978

Director - Dr. Gwen Cooke, Chairperson
Department of Home Economics
California State University, Fresno

Assistant Director - Maurine Vander Griend

Fifty-one MATCHE modules were written, using the format and objectives selected by the 1971 task force and advisory committee. Modules were reviewed and content validated by subject matter specialists at statewide workshops.

Module Writers

CORE
- Margaret Barkley (2 modules), Arizona State University
- Jan Chesemore (1), California State University, Fresno
- Katherine Karikka (1), Califofnia State University, Fresno
- Sharman Smith (1), Humboldt State University
- Ruby Trow (1), California State Polytechnic University, Pomona

Housing
- Patricia Hennings (9), California State University, Fresno

Foods and Nutrition
- Jill Armstrong (1), San Francisco State University
- Mary Byers (1), Loma Linda University
- Joanne Caid (1), California State University, Fresno
- Jan Chesemore (2), California State University, Fresno
- Elena Kissick (1), California State University, Fresno
- Evelyn Mar (1), California State University, Chico
- Natana Newsome (1), California State University, Fresno
- Frank Waskey (1), California State University, Chico

Textiles and Clothing
- Barbara Christensen (1), San Jose State University
- Margaret Gylling (1), San Jose State University
- Nina Henry (3), California State University, Northridge

Human Development
- John Boogaert (8), California State University, Fresno
- Nancy Winston (2), California State University, Fresno

Management
- Betty Bailey (1), California State University, Northridge
- Katherine Karikka (2), California State University, Fresno
- Helen Mau (1), San Francisco State University
- Jan Movey (3), California State University, Fresno
- Vaunden Nelson (2), San Jose State University
- Sharman Smith (1), Humboldt State University

1971-1973

Director - Dr. Ruth James
Department of Home Economics
California State Polytechnic University,
San Luis Obispo

Staff members at Cal Poly served as a task force responsible for the development and selection of instructional objectives, clustering of objectives into related modules, and writing of sixteen modules.

Task Force:

Connie Breazeale	Mildred Roskie
Sarah Burrough	Cheryl Stillman
Leslie Labhard	Ellen Stookey
Karen Sue Moerman	

1971-1978

This project was initiated, sponsored, and funded under Public Law 90-576 and Public Law 94-482 by the Bureau of Homemaking Education, California State Department of Education, under the leadership of the following staff:

M. Catherine Welsh, Chief
Nona J. Verlco, Assistant Chief

Staff Members:

Mary P. Conway	I. Marjorie Remy
Janice L. DeBenedetti	Dale Rossi
Martha C. Eichorn Martin	Dorothy W. Stone
Theodora Faiola	Lucille Valinoti
Mildred Huber	Maurine Vander Griend
Pat C. Kamm	

TABLE OF CONTENTS

Module Objective . . . . . .Page 1
Module Overview. 1

UNIT 1--CRITERIA FOR ECONOMICALLY DEPRESSED AREAS. 2
Objective 2
Overview. 2
Narrative Summary 2
Suggested Activities. 2
Suggested Resource. 3
Progress Check. 4
Answer Key. 5

UNIT 2--ECONOMICALLY DEPRESSED AREA NEEDS. 6
Objectives. 6
Overview. 6
Narrative Summary 6
Suggested Activities. 8
Suggested Resources 11
Progress Check. 12
Answer Key. 14

UNIT 3--COMMUNITY STRUCTURE IN ECONOMICALLY DEPRESSED AREAS. 16
Objective 16
Overview. 16
Narrative Summary 16
Suggested Activities. 17
Suggested Resources 18
Progress Check. 19
Answer Key. 20

MODULE PRE/POSTTEST. 21
Answer Key. 24

CHARACTERISTICS OF ECONOMICALLY DEPRESSED AREAS

Module Objective

The MATCHE student will be able to investigate an economically depressed area to determine the characteristics of the area, its problems, its needs, and its community structure, and submit this information in a report to the instructor. The area selected must conform to established federal guidelines and meet the criteria which qualify the area for EDA funded programs. The findings will be presented to an appropriate group.

Module Overview

The Vocational Education Amendments of 1976 emphasize the social and cultural conditions and needs of all persons in the community to be served. Part F of the Act requires that one third of the funds allocated to a state must be spent for programs and services serving persons in EDAs or areas of high unemployment. Any school district wishing to receive these special designated federal funds under Part F must submit a proposed plan of activities. Such activities must be directed at the identified needs in the particular area.

To help you learn how certain areas are designated economically depressed and to help you identify the characteristics and community structure of those areas, this module has been divided into the following units:

Unit 1: Criteria for Economically Depressed Areas

Unit 2: Economically Depressed Area Needs

Unit 3: Community Structure in Economically Depressed Areas

UNIT 1

CRITERIA FOR ECONOMICALLY DEPRESSED AREAS

Objective

The MATCHE student will be able to identify an EDA based on established state guidelines and the criteria which qualify the area for EDA funded programs.

Overview

Every state is required to provide policies and procedures that apply to the operation of the various phases of vocational education that qualify for financial support from the Vocational Education Amendment of 1976. These policies and procedures are outlines in a "State Plan for Vocational Education" based upon guidelines mandated by the U.S. Office of Education.

Criteria for identifying an EDA or area of high unemployment are described in the State Plan.

In this unit you will have an opportunity to use those guidelines and, based on the criteria provided in the State Plan utilizing information obtained from federal, state, and local agencies, you will be able to identify an EDA which might benefit from consumer and homemaking programs developed specifically for that area.

Narrative Summary

You should become familiar with specific funding qualifications and priorities for EDAs as written in The Vocational Education Act of 1976.

After understanding these state guidelines, you will be able to intelligently develop homemaking programs for a specific EDA area.

Suggested Activities

1. Study and become familiar with The Vocational Education Act of 1976 and funding policies and procedures currently used by the California Department of Education. Discuss provisions of the Act with your instructor.

2. Learn how to prepare and submit an application for consumer and homemaking education funds. Discuss this with your local school superintendent or the district vocational education coordinator. Summarize a hypothetical EDA situation and fill out an application form for funding. Review the form with a regional supervisor.

Suggested Resource

California State Department of Education. "The Vocational Education Act of 1976, Title II of Public Law 94-482, Education Amendment of 1976 and Public Law 95-40." Sacramento: 1977.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Unit 1 Progress Check

Characteristics of Economically Depressed Areas

1. List five priority areas under the Vocational Education 1976 Act where eligible districts shall expend funds for new, improved, or expanded consumer and homemaking education programs.

   a.

   b.

   c.

   d.

   e.

2. List five areas of home economics which a consumer and homemaking education program/service offered by a high school or community college must include in order to qualify for federal funds.

   a.

   b.

   c.

   d.

   e.

Compare your answers with those on the next page.

Answer Key
Unit 1 Progress Check

Characteristics of Economically Depressed Areas

1. a. bilingual instruction
   b. elimination of sex bias and sex stereotyping
   c. consumer education including management of resources
   d. nutrition knowledge and food use
   e. parenthood education

2. a. management of finances, resources, and services
   b. child development and family relations
   c. housing and home furnishings
   d. food and nutrition
   e. clothing and textiles

UNIT 2

ECONOMICALLY DEPRESSED AREA NEEDS

Objectives

The MATCHE student will be able to describe the needs of an EDA, based on residents' identified needs for transportation, recreation, housing, education, health, and medical services.

The MATCHE student will be able to meet the consumer information and protection needs of EDA families by simplifying and clarifying current consumer legislation, information, and fraudulent practices into language easily understood by the families.

Overview

A decade ago the Council of Economic Advisors reported to the President, saying: "Poverty breeds poverty. A poor individual or family has a high probability of staying poor. Low incomes carry with them high risks of illness; limitations on mobility; and limited access to education, information and training. ... poor parents cannot give their children the opportunity for better health and education needed to improve their lot. Lack of motivation, hope and incentive is more subtle but not less powerful barrier than lack of financial means. Thus, the cruel legacy of poverty is passed from parents to children."

This unit will give you an opportunity to learn firsthand whether the description of EDA given above still applies. What are the present needs of EDA families for services such as transportation, recreation, housing, education, and medical care? What information do they need to protect themselves from fraudulent and deceptive sales techniques? To achieve these objectives, you will need to go into the community and observe some of the identified needs.

Narrative Summary

To effectively work in an EDA, data must be gathered so that planning can be done intelligently. The research a MATCHE student must do will depend in large measure on the basic cultural research that has previously been carried out in the community. The task involves finding out what information is available, its accuracy, what information is lacking and how to obtain these data.

The delivery of public services in the EDA is typically deficient. Prejudice and discrimination complicate the poverty that is at the heart of the problem. It denies opportunities, limits consumption possibilities, and generally weakens the will of the community to improve the situation.

Low-income groups face the problems all consumers face, but their poverty makes them less able to deal with these problems than middle-income consumers. Poverty is the root of the problem. The EDA consumer has a lack of leverage in the marketplace because of inadequate information, poor educational background, large families, severely restricted income, minority racial status, place of residence, and difficulties with English. The disadvantaged status also leads to different shopping goals, not always in the best interest of the consumer.

Without purchasing power, the consumer cannot exert influence. The low-income consumer is less mobile than other consumers, and thus limited to the stores in his immediate area, representing a loss of leverage, since area merchants are aware of these consumers' limitations. There are costs attached to obtaining information; it follows that those with lower incomes will be able to afford less of it. There is less residual information, since the poor make few repetitive purchases and have a narrow range of association.

Because of their vulnerability, the poor are special targets of consumer fraud. The problems the poor have in obtaining credit illustrates this point. Since they have trouble obtaining loans from traditional financial institutions like banks, they are forced to turn to alternative, more expensive credit. They lack access to legal services, and there is little they can do to protect themselves.

There is a need to make legal services available to the poor. Without a knowledge of the law, the poor protect themselves. There is a need for more vigorous enforcement of existing consumer protection legislation. All consumers are entitled to such protection, but the delivery of these services to the poor is often inadequate. For such protection to be effective, consumers must be aware of their rights. Education and information are a means of protection, giving low-income consumers the ability to protect themselves. To be truly effective, protection needs to be active, which means equipping consumers to deal with their day-to-day problems in the marketplace. Too often, protection is thought of in passive terms, a reaction to a problem.

Consumers need to be aware of where to turn for help. The federal government and many state and local governments sponsor a variety of agencies that provide protection for the consumer.

The Federal Trade Commission is the main federal agency concerned with regulating advertising and selling. The FTC has the power to order a stop to any practice that is an unfair method of competition, that is deceptive or misleading. The U.S. Post Office Department has the power to combat fraudulent advertising and selling practices through the Administrative Fraud Order. If a schemer is trying to obtain money or property through the mails by false or fraudulent claims, the order permits the Post Office to stamp mails "fraudulent" and return to the sender.

The Food and Drug Administration stands as a defender of public health against frauds in foods, drugs, and cosmetics. The Federal Communications Commission has power to maintain standards for radio and television transmission which affects advertising. Other federal and state agencies protecting the consumer are Agricultural Research Service, Consumer Marketing Service, Federal Extension Service, Bureau of Family Services, Federal Housing Administration, and the Office of the Economic Opportunity.

There are many private organizations that aid the consumer with buying advise, such as the Consumers Union and Consumers Research, Inc. Other private organizations help with consumer problems. The most familiar of this type organization is the Better Business Bureau. It is active in protecting consumers and competing businesses from the activities of unscrupulous and deceptive businessmen. In cities without a bureau, Chambers of Commerce may be helpful to persons with consumer complaints and questions.

The more information available to consumers, the better decisions they can make and the more self-reliant they become in the marketplace. You must be aware that, while useful, books, magazines, and newspapers are often expensive and less than effective methods for consumer education among the disadvantaged. Consumer education must be innovative and involve mass media such as radio and television.

Suggested Activities

1. Investigate city transportation or public utility organizations which serve the EDA. Identify services now available, and review any studies available on what the EDA residents want and need in transportation services.

2. Contact the City Recreation Department. What recreational facilities and/or programs are provided for area residents? What percentage of the population and age groups use or participate in these services? Have any surveys been made of EDA residents concerning their recreational needs? If available, visit a recreational program and assess how it meets the needs of the EDA community.

3. Tour recreational parks within the EDA. Ask people at the park how often they use the facilities and how they judge the adequacy of the equipment. What additional equipment or recreational services do residents desire?

4. Interview a representative of the Federal Housing Administration and U.S. Department of Housing and Urban Development which serves an EDA community. Find out how community needs are assessed.

5. Find out from the City Superintendent of Schools what the city recognizes as priority educational needs within the EDA community. Using a simple check sheet, compare this information with priority educational needs identified by EDA teachers and parents. Are the identified needs the same or different?

6. Investigate services which the County Health and Welfare Department provide for the EDA. Accompany a public health nurse on several home visits. From these experiences, identify how health and medical needs of an EDA community are being served. Discuss your ideas with the health nurse and with a resident of the community. How do their opinions agree or conflict?

7. Survey and list written materials on consumer information designed for the EDA resident. What areas of information are adequately or inadequately covered? In a short essay discuss how to overcome the following problems in providing information through written materials to the EDA audience:

   a. How can free or inexpensive materials be provided?
   b. From where can materials best be distributed to reach persons in need of consumer information?
   c. How can poor people be motivated to read the printed word?

8. Find out from an English, social studies, or home economics teacher in a primary or secondary school how he or she has integrated consumer information into the curricula. Based upon your findings and teacher cooperation, write a lesson plan for integrating this information into a present course of study for one of these age groups. If possible, have this teacher evaluate and use your plan of study.

9. Discuss with several EDA residents, whether they feel they have ever been cheated by deceptive and fraudulent sales practices. These might involve charity rackets, chain letters, unordered merchandise, chain-referral selling, or medical frauds. If they have, find out what their problem was and how they handled it. Depending upon the information you learn, follow up this activity with a discussion on alternative methods of dealing with similar situations.

10. Research what legal aid services are available to members of an EDA community. Who qualifies to receive these services, and what are the fees? Investigate organizations such as legal-aid societies, legal-aid committees of local bar associations and local Economic Opportunity and Community Action Programs, labor union services, and state protection agencies. Make this information available to members of an EDA community.

11. Conduct a survey to see how interest charges vary in the EDA area. Check conventional financial institutions, personal finance companies, and individual merchants. Be sure to include all costs of credit, not just the interest rate. Compose this information into a simple leaflet which can be understood by area residents. Arrange to distribute this informational leaflet to residents through some non-partisan community group.

12. Tour several stores in an EDA, noting various means of advertising. Listen to radio and television advertising which may influence members of an EDA community. From these investigations, evaluate accuracy and deceptiveness of local advertising. What plan of action could be taken to improve the quality of advertising? Discuss your findings with your instructor.

13. Offer to present a program on current consumer laws to a club group within the EDA. Some laws you might explain include the Fair Packaging and Labeling Act, Consumer Protection Act, Food, Drug and Cosmetic Act and Child Protection Act. Clarify current legislation with the use of charts, films, or demonstration techniques. From the comments or questions asked, what appear to be major concerns?

14. Arrange for a representative of the Better Business Bureau or any other local consumer protection agency such as Consumer's Union, Consumer's Research, Inc., or Underwriters' Laboratories to present a program concerning what their service offers to the EDA community. Confer with the speaker before the presentation to be certain that it is suitable for the audience. Advertise the meeting through posters, hand-outs, and word-of-mouth.

15. Contact local television channels and/or radio stations to see what is being done in consumer education--public service programming. Depending upon your findings investigate getting short thirty to sixty second consumer information spots produced during peak viewing and listening hours for the EDA community.

Suggested Resources

Andreasen, Alan. The Disadvantaged Consumer. New York: The Free Press, 1975.

Caplovitz, David. The Poor Pay More. New York: The Free Press of Glencoe, 1963.

Cass, Angelica. How to Be a Wise Consumer. New York: Oxford Book Company, 1967.

Levy, L., R. Feldman, and S. Sasserath. The Consumer in the Marketplace. New York: Pitman Publishing, 1970.

Magnuson, Warren, and Jean Carper. The Dark Side of the Marketplace. Englewood Cliffs, New Jersey: Prentice-Hall, 1968.

Margolius, Sidney. The Innocent Consumer vs. The Expoiters. New York: Trident Press, 1967.

Swagler, Roger M. Caveat Emptor! D.C. Heath and Co., 1975. pp. 221-244.

Trump, Fred. Buyer Beware! Nashville: Abingdon Press, 1965.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Unit 2 Progress Check

Characteristics of Economically Depressed Areas

1. List six public facilities which need to be investigated to gain an overall picture of needs in an EDA.

   a.

   b.

   c.

   d.

   e.

   f.

2. List four reasons EDA consumers lack leverage in the marketplace.

   a.

   b.

   c.

   d.

3. List six examples of fraud used to swindle consumers.

   a.

   b.

   c.

   d.

   e.

   f.

4. From whom can an EDA resident obtain help for a consumer problem if he cannot afford a lawyer?

5. List six federal or private agencies that provide protection for the consumer.

   a.

   b.

   c.

   d.

   e.

   f.

6. What service does the Better Business Bureau provide?

7. List three reasons why written materials on consumer information are often ineffective educational tools for the EDA consumer.

   a.

   b.

   c.

8. Why are radio and television important channels for success in educating the EDA consumer?

Compare your answers with those on the next page.

Answer Key
Unit 2 Progress Check

Characteristics of Economically Depressed Areas

1. (any of the following or others acceptable to the instructor)
   a. transportation
   b. recreation
   c. housing
   d. education
   e. health
   f. medical services

2. (any of the following or others acceptable to the instructor)
   a. inadequate information
   b. low incomes
   c. minority racial status
   d. difficulties with the language
   e. poor educational background
   f. place of residence

3. (any of the following or others acceptable to the instructor)
   a. correspondence schools--promotion of false values and degrees offered
   b. chain letters--any chain letter plan that requires payment is illegal
   c. unordered merchandise--you are not obligated to pay for it
   d. chain-referral selling--usually the promised "referral commissions" are not paid and you must pay the full amount for the merchandise you ordered
   e. charity rackets--collection for phony charities
   f. medical fraud--promise of quick cures through worthless medicines or devices

4. People unable to afford lawyer services can obtain help from legal aid societies, the Lawyer's Referral Service of the local bar association, and local Economic Opportunity and Community Action Programs.

5. (any of the following or others acceptable to the instructor)
   a. Federal Trade Commission
   b. Food and Drug Administration
   c. Federal Communication Commission
   d. Agricultural Research Service
   e. Consumer Marketing Services
   f. Federal Extension Service
   g. Bureau of Family Services
   h. Federal Housing Administration
   i. Office of Economic Opportunity
   j. Consumers Union
   k. Consumers Research, Inc.
   l. Better Business Bureau
   m. Chamber of Commerce
   n. U.S. Post Office

6. The Better Business Bureau handles consumer complaints, if valid, and tries to arrange satisfactory agreement between consumer and businessman. It offers consumer advice on who the reputable businessmen are in the community.

7. (any of the following)
   a. too expensive
   b. not available to consumers who most need help
   c. too difficult to understand
   e. EDA audience may not be motivated to read any written material

8. Radio and television are important media for public consumer information education because they are free and reach more than 95 percent of disadvantaged homes. They are attended to by the disadvantaged more than any other medium. They involve oral rather than written communication and the messages are relatively painless to absorb. They come to the disadvantaged where they are, rather than requiring the disadvantaged to come to them in some fashion.

UNIT 3

COMMUNITY STRUCTURE IN ECONOMICALLY DEPRESSED AREAS

Objective

The MATCHE student will be able to determine and verbally describe the leadership within an EDA, and will identify at least two of the leaders within this structure, their arena of influence, and their impact on the establishment and implementation of programs and services.

Overview

Communities within EDAs are generally divided among themselves and do not necessarily represent a unified point of view. However, community action programs and various community groups have made visible individuals from EDAs who have shown extraordinary leadership abilities and who act as role models.

This unit will give you an opportunity to contact a few of the community groups, professional and business as well as civil rights groups, such as Urban League, LULAC, CORE, and NAACP, which may be helpful in identifying the leadership within the community, their degree of influence and the impact they have on programs and services.

Narrative Summary

The nature of leadership patterns in a community is one of the most important factors influencing cultural change. To work effectively in a community, you should know the several levels of leadership and the areas of influence of each. There are usually people in each community who have formal power and others who have informal power; people who have prestige and influence. Religious leaders may have power. Sometimes informal leaders can be known only after familiarity with the community. Established leaders are sometimes conservative because of vested interests. With skill, new leaders can be found or created. There are no simple formulas to finding out information concerning leadership in a community. One must be aware that a leader in one area may not be regarded as competent in another area.

Two classes of people have been singled out by anthropologists as significant in bringing about change. One is the deviant who is dissatisfied with traditional ways, and the other is the prestige-laden individual. He may have high status because of social position, wealth, or other reasons, and people tend to follow him as their leader.

Within the EDA, leadership patterns may be poorly developed because of low levels of education and little tradition for cooperation. Often the most competent people judiciously avoid entanglement in leadership squabbles. The norms of good conduct may not include leadership.

All people have underdeveloped abilities in initiative, originality, and leadership which can be cultivated and strengthened. Leadership ability can be expected to arise in community development projects when proper steps of encouragement are taken.

Suggested Activities

1. Investigate the role religion functions in the community. Find out from local church rolls and leaders how large a percentage of the EDA people attend church. Does the EDA community represent one religion or several faiths? If more than one religion is represented, does this effect a division in the community? Do members attend regularly or sporatically? Identify if and how people from the EDA serve in working capacities within the church structure. In the opinion of the ministers, priests, or other church leaders, which individuals from the EDA demonstrate leadership in their church, and how?

2. Find out if there are any politically active groups in the EDA area. If so, are they organized from within or outside the group? What are the purposes of the group? Who are the powers of the group? Are power sources of the group internally or externally exerted? How large a percentage of the EDA community supports this group, and why? Identify leadership.

3. Given the opportunity, interview three or more families which have elderly residents in the home. What amount of respect is accorded the aged members of the community? Even though they may not hold formal positions of power, how much does the family depend upon their opinion and leadership?

4. Survey an EDA community to find out in which business, community, or social groups people participate. What capacity do individuals believe they serve within the group? Whenever possible, check other sources concerning how the group serves the community. Does information you gather confirm that certain individuals are leaders?

Suggested Resources

Foster, George. Traditional Societies and Technological Change. New York: Harper and Row, 1973. pp. 121-126.

Freeman, Linton C. Patterns of Local Community Leadership. Indianapolis and New York: Bobbs-Merrill Company, 1968.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Unit 3 Progress Check

Characteristics of Economically Depressed Areas

1. Name three segments of the population in a community where different leadership patterns may be found.

   a.

   b.

   c.

2. Why are leadership patterns apt to be poorly developed within an EDA?

3. List three community groups, business or social, in which members of the EDA participate.

   a.

   b.

   c.

4. What skills and information must a successful community developer have to develop leadership within any population?

Compare your answers with those on the next page.

Answer Key
Unit 3 Progress Check

Characteristics of Economically Depressed Areas

1. a. religious
   b. political
   c. aged

2. Leadership patterns may be poorly developed in the EDA because of low levels of education, little tradition for cooperation, and society norms which do not support leadership.

3. (Instructor will need to verify the answers based upon the local situation.)

4. Successful change agents recognize local needs; have information on how to meet these needs; have access to materials or services necessary to achieve goals and work within the local cultural, social, and ideological values. They realize that change takes time.

MODULE PRE/POSTTEST

Student_____

Characteristics of Economically Depressed Areas

Instructor_____

Date_____

Student:	This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

1. List five priority areas under the Vocational Education 1976 Act where eligible districts shall expend funds for new, improved, or expanded consumer and homemaking education programs.

   a.

   b.

   c.

   d.

   e.

2. List five areas of home economics which a consumer and homemaking education program/service offered by a high school or community college must include in order to qualify for federal funds.

   a.

   b.

   c.

   d.

   e.

3. List six public facilities which need to be investigated to gain an over-all picture of needs in an EDA.

   a.

   b.

   c.

   d.

   e.

   f.

4. List six federal or private agencies that provide protection for the consumer.

   a.

   b.

   c.

   d.

   e.

   f.

5. What services does the Better Business Bureau provide?

6. List three reasons why written materials on consumer information are often ineffective educational tools for the EDA consumer.

   a.

   b.

   c.

7. Why are radio and television important channels for success in educating the EDA consumer?

8. Name three segments of the population in a community where different leadership patterns may be found.

   a.

   b.

   c.

9. Why are leadership patterns apt to be poorly developed within an EDA?

10. What skills and information must a successful community developer have to develop leadership within any population?

Return this test to your instructor for evaluation.

ANSWER KEY
MODULE PRE/POSTTEST

Characteristics of Economically Depressed Areas

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. a. bilingual instruction
   b. consumer education including management of resources
   c. elimination of sex bias and sex stereotyping
   d. nutrition knowledge and food use
   e. parenthood education

2. a. management of finances, resources, and services
   b. child development and family relations
   c. housing and home furnishings
   d. food and nutrition
   e. clothing and textiles

3. (any of the following or others acceptable to the instructor)
   a. transportation
   b. recreation
   c. housing
   d. education
   e. health
   f. medical services

4. (any of the following or others acceptable to the instructor)
   a. Federal Trade Commission
   b. Food and Drug Administration
   c. Federal Communication Commission
   d. Agricultural Research Service
   e. Consumer Marketing Services
   f. Federal Extension Service
   g. Bureau of Family Services
   h. Federal Housing Administration
   i. Office of Economic Opportunity
   j. Consumers Union
   k. Consumers Research, Inc.
   l. Better Business Bureau
   m. Chamber of Commerce
   n. U.S. Post Office

5. The Better Business Bureau handles consumer complaints, if valid, and tries to arrange satisfactory agreement between consumer and businessman. It offers consumer advise on who the reputable businessmen are in the community.

6. (any of the following)
   a. too expensive
   b. not available to consumers who most need help
   c. too difficult to understand
   d. EDA audience may not be motivated to read any written material

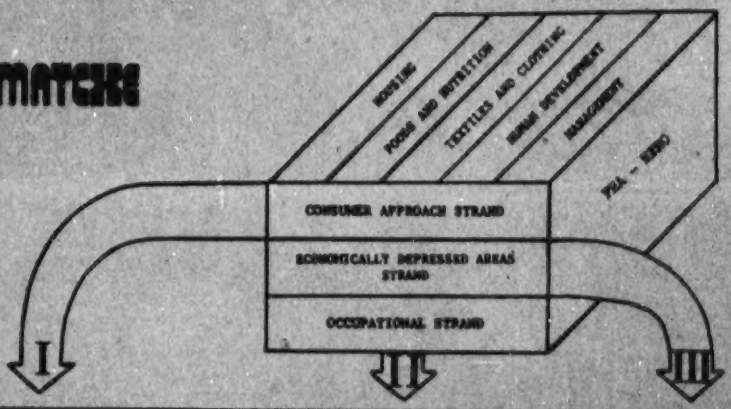
7. Radio and television are important media for public consumer information education because they are free and reach more than 95 percent of disadvantaged homes. They are attended to by the disadvantaged more than any other medium. They involve oral rather than written communication and the messages are relatively painless to absorb. They come to the disadvantaged where they are, rather than requiring the disadvantaged to come to them in some fashion.

8. a. religious
   b. political
   c. aged

9. Leadership patterns may be poorly developed in the EDA because of low levels of education, little tradition for cooperation, and society norms which do not support leadership.

10. Successful change agents recognize local needs; know information on how to meet these needs; have access to materials or services necessary to achieve goals and work within the local cultural, social and ideological values. They realize that change takes time.

MATRIX



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumper Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele